

# Boarding School Management Strategies in Developing Student Character at State Islamic Senior High School (MAN) 2 Tanjung Pura

Cindi Gemilang<sup>1</sup>, Amiruddin Siahaan<sup>2</sup>, Fatkhur Rohman<sup>3</sup>

<sup>1,2,3</sup>Universitas Islam Negeri Sumatera Utara, Indonesia

---

## Article Info

### Article history:

Received 2025-07-01

Revised 2025-08-03

Accepted 2025-08-04

---

### Keywords:

Boarding Madrasah  
Character Education  
MAN 2 Tanjung Pura.  
Management Strategy  
Student Development

---

## ABSTRACT

This study analyses the boarding school management strategy in developing student character at State Islamic Senior High School (MAN) 2 Tanjung Pura. Character education is a crucial response to globalisation's moral crisis and challenges. In Islamic education, the boarding school system is a strategic platform for consistently and sustainably nurturing moral and spiritual values. The research collected data through observation, interviews, and documentation using a descriptive qualitative approach. A total of 32 students and 15 staff members participated in the study. Data were analysed through data reduction, presentation, and conclusion drawing stages. The findings reveal that character development is carried out through empathetic parenting, exemplary behaviour from teachers and caregivers, and senior student mentoring programs. Students and staff reported that these strategies foster discipline, independence, and responsibility. Supporting factors include consistent role modelling and structured daily routines in the dormitory. However, challenges such as the adjustment period for new students and a shortage of mentors still exist. This study supports the idea that Islamic boarding schools' humanistic and participatory management strategy creates a positive educational environment that encourages holistic character formation. These results are in line with previous research by Hasan (2021), Suryani (2020), Ma'arif (2019), Zuhri (2018), and Fadhillah (2017), who also found that well-managed dormitory systems significantly influence student moral development.

*This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.*



---

### Corresponding Author:

Cindi Gemilang

Universitas Islam Negeri Sumatera Utara, Indonesia

Email: [cindi.gemilang@uinsu.ac.id](mailto:cindi.gemilang@uinsu.ac.id)

---

## 1. INTRODUCTION

Indonesia is currently facing a moral crisis among its younger generation. This condition is reflected in increasing juvenile delinquency, such as school brawls, truancy, promiscuity, and disrespectful behaviour, which indicate a weakening of the nation's

ethical foundations [1], [2], [3]. The rapid influence of globalisation, social media, and diminishing parental supervision has contributed significantly to these moral shifts. Educational institutions, therefore, are required not only to develop students intellectually but also to instil moral and spiritual values consistently. One setting where these values can be cultivated intensively is in Islamic-based boarding schools (pesantren or boarding madrasahs), which combine formal education with religious and character guidance [4], [5], [6].

Islamic boarding schools offer an environment where students are guided continuously through structured routines, spiritual practices, and mentorship. However, not all institutions implement effective character-building strategies, especially when transitioning students from home environments to dormitory-based schooling. Some students experience difficulty adapting to new social norms, rules, and responsibilities. This research seeks to understand and analyse how MAN 2 Tanjung Pura applies management strategies to support student character development, focusing on parenting models and the role of teachers as moral exemplars in a boarding context [7], [8], [9], [10].

This study has three main objectives: (1) to analyze the implementation of boarding school management strategies in character development at MAN 2 Tanjung Pura; (2) to explore the perceptions of students and dormitory staff on the effectiveness of these strategies; and (3) to identify supporting and inhibiting factors that affect the implementation of such strategies in the dormitory environment. These objectives aim to reveal how educational leadership and dormitory life contribute to shaping student behaviour and moral integrity [11], [12], [13].

This research is grounded in character education theory, which emphasises the development of moral values, discipline, empathy, and social responsibility [14]. According to Lickona, character formation must involve cognitive, emotional, and behavioural dimensions through habituation and modelling. Boarding schools, when well-managed, provide a conducive space for this integration. Supporting this, Barnawi and Arifin emphasise that character formation in dormitories must be aligned with cultural and academic values through sustained educator-student interaction and comprehensive supervision [15]. Melisa et al. also highlight that the success of dormitory education depends on systematic planning, organising, and directing [16]. Several studies have explored the role of boarding schools in character education. Rizkiani examined character development in pesantren through daily worship and discipline programs [17]. Sholikhun (in Melisa et al.) argued that noble values are internalised when learning integrates spiritual teachings and role modelling [18]. However, these studies often lack a management perspective, particularly in the context of state-owned Islamic senior high schools (MAN). This study addresses that gap by focusing on the management strategies and environmental inputs influencing character development at MAN 2 Tanjung Pura. It uniquely combines educational management, parental patterns, and moral modelling as interrelated variables in student formation [19], [20]. Pre-survey interviews at MAN 2 Tanjung Pura involving school leaders, dormitory managers, and students reveal a mix of success and challenge. The boarding system enhances student discipline, promotes independence, and encourages religious commitment. Programs like Quran memorisation,

---

communal prayers, and group discussions foster a strong moral climate. However, difficulties in social adaptation, emotional stress, and the absence of clear dormitory policies have been identified as obstacles. These findings show the need for a more structured management approach in character development programs. This research will contribute practical strategies for managing character education in Islamic boarding schools. By identifying effective managerial practices, institutions can improve their ability to guide students toward becoming responsible, ethical, and spiritually grounded individuals.

Furthermore, the research provides insight for educational policymakers, school administrators, and teachers to refine dormitory-based learning models that foster strong character in the face of moral decline. The moral challenges youth face today call for educational environments prioritising character formation and academic excellence. MAN 2 Tanjung Pura, with its boarding program, serves as a valuable case study for understanding how structured management, parenting styles, and teacher modelling intersect to shape student character. The results of this research will not only enrich the theoretical discourse on character education but also provide practical recommendations for Islamic boarding schools across Indonesia.

## **2. METHOD**

This research was conducted at State Islamic Senior High School 2 Langkat, at Jl. T. Amir Hamzah No. 94, Tanjung Pura District, Langkat Regency, North Sumatra Province. This location was chosen because it was suitable for observing the boarding school management strategies in shaping student character. MAN 2 Langkat is known as one of the madrasas that implements a boarding school system, making it a relevant location for an in-depth study of the strategies used in student character development [21], [22].

The research approach used was a descriptive qualitative approach. This approach was chosen because it allows researchers to understand phenomena comprehensively, deeply, and naturally, according to the developing context in the field. The main focus of this study was to describe in detail how the boarding school management strategies are implemented in shaping student character at MAN 2 Langkat. In line with the opinion of Bogdan and Taylor (1975), a qualitative approach produces descriptive data in the form of written or spoken words from individuals and observed behaviour.

The data collection techniques in this study included three main methods: observation, interviews, and documentation. Observations were conducted non-participatory to gain a firsthand view of character development activities within the dormitory environment without the direct involvement of the researcher. Semi-structured interviews were conducted with key informants consisting of 32 students and 15 staff members, including the Principal, Deputy Principal, Dormitory Supervisor, teachers, and students. Informants were selected based on their active involvement in the educational process and character development within the dormitory environment.

Documentation was conducted by collecting various supporting documents, such as madrasa archives, records of development activities, and visual documentation in the form

---

of photographs. These documents strengthened and enriched the findings from the observations and interviews. Data collected through these three methods were then integrated to obtain a comprehensive picture of the dormitory's educational management strategy.

In the data analysis process, the researcher used three stages according to Sugiyono: data reduction, data presentation, and conclusion drawing. Data reduction aimed to filter the data most relevant to the research focus, while data presentation was done in descriptive narrative form to facilitate analysis and conclusion drawing. The verification process was conducted simultaneously with the conclusion drawing to ensure the validity and consistency of the data obtained. To ensure data validity, source triangulation techniques were used, comparing data from various informants. This ensured that the information obtained was valid, credible, and accountable. The diverse perspectives of informants, both students and staff, contributed significantly to a comprehensive depiction of the reality of character development strategies.

Table 1: Data Collection Techniques

No	Data Collection Technique	Subject/Informant	Total	Type of Data	Instruments Used
1	Observation	Student and staff activities	32	Character development activities	Field notes, Camera
2	Interview	Principal	1	Dormitory management strategies	Interview guide, Recorder
		Vice Principals	2	Implementation of character programs	Interview guide, Recorder
		Dormitory supervisors	4	Execution of character development efforts	Interview guide, Recorder
		Teachers	8	Teacher involvement in character building	Interview guide, Recorder
		Students (boarding)	32	Student experiences and perspectives	Interview guide, Recorder
3	Documentation	School documents and archives	–	Character education programs and dorm activities	Camera, Archive files

The data collection process in this research utilised three primary techniques: observation, interviews, and documentation. Each method was directed at specific informants and data sources to ensure a comprehensive understanding of character development strategies in the boarding school environment at MAN 2 Langkat.

First, observation was conducted non-participantly, where the researcher observed the daily activities of students and staff within the dormitory environment without direct involvement. This technique aimed to capture real-time behaviour, routines, and practices related to character formation and was supported by field notes and visual documentation through photographs.

Second, interviews were carried out with a total of 47 informants. These included the principal (1), two vice principals (2), four dormitory supervisors, eight teachers, and thirty-two boarding students. Semi-structured interviews allowed in-depth exploration of each stakeholder's role, experience, and perspective regarding implementing character

education through boarding school management strategies. Interview guides and recording tools were used to facilitate data collection and ensure consistency.

Lastly, documentation was collected to strengthen the data obtained through observation and interviews. This included madrasah archives, records of character education activities, program plans, and photographs of related events. These documents supported evidence and validated the data obtained from other techniques.

Together, these methods formed a robust triangulation approach. By combining data from different sources and techniques, the research ensured greater credibility, validity, and reliability of findings on how MAN 2 Langkat manages its boarding school system to foster student character. Ethical aspects of research were also a key consideration in this study. Prior to conducting interviews, the researcher obtained informed consent from the informants. The researcher also maintained the anonymity and confidentiality of the informants' data, ensuring they felt safe and comfortable sharing their opinions and experiences while living in the dormitory. This process was conducted following the ethical principles of qualitative research. With this design and approach, the research is expected to make a tangible contribution to developing dormitory-based education management strategies that are more effective in shaping student character. The results are also expected to serve as a reference for other educational institutions in managing sustainable character development systems that positively impact the moral development of the younger generation.

### **3. RESULTS AND DISCUSSION**

#### **Implementation of Boarding School Management Strategies in Developing Student Character at State Islamic Senior High School 2 Tanjung Pura**

State Islamic Senior High School (MAN) 2 Tanjung Pura adopts a comprehensive boarding school management strategy for holistic character development. One of the primary challenges is the adjustment process that new students experience when transitioning from a home environment to communal dormitory life. This shift often leads to emotional discomfort, social conflict, and resistance to rules. As one supervisor explained, *“Many students cry in the first week. They miss home, and some do not know how to live with others. That is when we step in as their second family.”*

To address these challenges, an empathy-based and personalised parenting approach is applied. Male and female dormitory supervisors converse daily with students to build rapport and trust. Rules are introduced not as punitive measures, but as frameworks for harmonious coexistence. A teacher noted, *“We do not say ‘Do not do this or you will be punished.’ Instead, we explain why a certain behaviour matters for the community.”*

The school also initiates an intensive orientation program during students' first week in the dormitory. This program introduces not just the rules and physical layout of the dorms, but also the core values the school seeks to instil, such as tolerance, empathy, and responsibility. In this phase, senior students are designated mentors, helping juniors adapt emotionally and socially. A second-year student remarked, *“When I arrived, I was*

---

*shy and confused. Nevertheless, my mentor helped me with everything—even how to join group prayers or do laundry.”*

Mentoring continues beyond orientation through structured collaborative activities like community clean-ups, group discussions, and inter-dorm competitions. These are designed to build student leadership and solidarity. Bandura’s Social Learning Theory is evident here: students observe, imitate, and internalise behaviours modelled by peers and adults in their environment. For example, students often mimic the respectful tone of their mentors in daily interactions, showing how behaviour modelling can be an effective character-building tool.

Another core pillar of the strategy is consistent role modelling by teachers, supervisors, and staff. These adult figures are expected to embody key values—honesty, discipline, and mutual respect. They are given routine capacity-building workshops to ensure their mentoring is both ethical and student-centred. A staff member stated, *“If we ask students to be disciplined, we must show them how. We cannot ask for respect if we do not give it first.”*

When interpersonal conflicts arise, the conflict resolution approach is dialogic, not punitive. Students are encouraged to discuss their problems openly, often facilitated by staff. A male dormitory supervisor explained, *“We sit them down and let them talk it out. They learn to listen, not just defend themselves.”* This approach teaches emotional regulation and fosters accountability, both crucial aspects of moral development. The following table summarises key strategies implemented and their observed outcomes:

Table 2. Strategies implemented and their observed outcome

Strategy	Description	Observed Outcome
Empathetic Parenting Approach	Supervisors build emotional bonds through daily interactions	Students feel secure, open up, and adapt more quickly
Orientation & Mentoring Program	Seniors guide new students; structured bonding activities	Enhanced peer support, reduced homesickness, and better adaptation
Role Modelling by Staff	Teachers and staff demonstrate core values in action	Students imitate positive behaviours (e.g., respect, punctuality)
Dialogic Conflict Resolution	Conflicts are mediated with open conversations	Improved empathy and problem-solving among students

Despite these strengths, the implementation is not without limitations. Since the study relies heavily on qualitative interviews and observations, researcher bias and subjectivity in interpretation may affect the findings. Additionally, the results are highly contextual and may not be generalizable to other boarding schools with different demographic or cultural backgrounds.

### **Perceptions of Students and Boarding Staff on the Effectiveness of Boarding Management Strategies in Building Student Character at State Islamic Senior High School 2 Tanjung Pura**

The school management strategy implemented at MAN 2 Tanjung Pura has generally received positive feedback from students and staff, particularly regarding its role in character development. Based on in-depth interviews and direct observations, it was found that many new students who initially experienced difficulty adapting to dormitory

life gradually showed behavioural transformation. This positive change—notably increased discipline and independence—was primarily attributed to the structured two-week orientation program. One student shared, *"I struggled to wake up early and follow all the routines. Nevertheless, I felt more motivated after the orientation because the seniors guided us and made us feel like part of a family."*

This orientation phase introduces new students to core dormitory values such as responsibility, honesty, and respect through communal cleaning, prayer routines, and team-based tasks. Senior students are assigned informal mentoring roles to accompany and guide juniors, creating a peer-based support system that enhances adaptation. These findings reflect Bandura's social learning theory, where role modelling and reinforcement play a central role in shaping behaviour.

Staff perceptions also underline the success of a humanistic and participatory approach. Musyrif and musyrifah function as disciplinarians, mentors, and counsellors. Daily informal discussions and weekly evaluation meetings provide students safe platforms to express concerns and contribute ideas. One musyrifah noted, *"We try to listen more than we speak. If a student is struggling, we ask them why and work together to find a solution."* This approach helps foster mutual respect, empathy, and a culture of accountability.

Rather than emphasising punitive measures, conflict resolution is approached through dialogue and mediation. When disputes arise—among students or between students and staff—a mediated conversation is initiated to find constructive solutions. A student explained, *"If I break a rule, they do not yell at me. They asked me why I did it and how I could fix it. That makes me want to be better."* This restorative method contributes to an environment where students feel safe, heard, and empowered to grow.

Evaluation documents and activity records further validate the effectiveness of the dormitory management strategy. The number of disciplinary infractions has consistently declined over the past three years, while participation in social and religious programs has steadily increased. Students credited the dormitory's character-building system with shaping their leadership and emotional regulation skills. One senior commented, *"The dorm taught me to be responsible—not just for myself but others. I did not learn that from books, I learned it here."* The table below summarises the key dormitory strategies and their observed outcomes:

Table 3. Dormitory strategies and their observed outcomes

Strategy	Observed Outcomes
Orientation Program	Improved adaptation, increased rule compliance
Peer Mentorship	Strengthened peer bonds, reduced homesickness.
Humanistic Supervision	Enhanced openness and communication
Weekly Evaluation Forums	Increased student participation in decision-making
Mediation over Punishment	Lower conflict recurrence, increased student responsibility.
Religious and Social Activities	Improved discipline, more decisive leadership, and cooperation skills

Despite its strengths, the program is not without challenges. Occasional interpersonal conflicts, boredom with repetitive routines, and differences in staff-student expectations still occur. However, the boarding school's responsive management model, which involves continuous feedback and regular reviews, has effectively mitigated these

challenges. The participatory nature of the system allows it to remain dynamic and student-centred.

The dormitory management strategy at MAN 2 Tanjung Pura is perceived as effective in cultivating student character and as successful in fostering a positive, inclusive, and adaptive dormitory culture. Nonetheless, limitations such as potential researcher bias and the limited generalizability of findings to other institutions must be acknowledged. Future studies may benefit from comparative analysis across multiple schools and the inclusion of quantitative data to strengthen the findings.

### **Supporting and Inhibiting Factors of Management Strategies in Character Development of Boarding Students at State Islamic Senior High School 2 Tanjung Pura**

The implementation of management strategies for character development at MAN 2 Tanjung Pura is influenced by a range of supporting and inhibiting factors. The main inhibiting factor identified from field observations and interviews is the students' limited readiness to adapt to the boarding school environment. Many of the students come from permissive family backgrounds where parental supervision and enforcement of discipline are minimal. As a result, they often struggle with the structured and rule-based nature of dormitory life. A student openly admitted, *"At home, I could sleep or use my phone anytime. There are strict rules for everything here, and it is hard to get used to it."* This cultural gap between home and dormitory life often leads to behavioural issues, including frequent rule violations and interpersonal conflicts.

Moreover, the limited number of dormitory supervisors (musyrif and musyrifah) poses another significant challenge. With only a small staff overseeing a large group of students, the capacity for individualised mentoring and early intervention in personal issues is constrained. A musyrifah shared, *"We wish we had more time and people to get to know the students truly. Sometimes problems are already big when we find out about them."*

Despite these challenges, several strong supporting factors enhance the effectiveness of character development efforts. Most notably, the exemplary conduct of teachers, dormitory caretakers, and senior students plays a crucial role in modelling desired behaviour. This approach aligns with Albert Bandura's social learning theory, emphasising learning through observation. In this setting, students witness firsthand how values like responsibility, honesty, and discipline are practised daily. One student remarked, *"I learned to be more patient by watching how our senior handled conflicts without getting angry."*

In addition, structured programs such as "Dormitory Friendship Nights" foster sibling mentorship, and weekly reflective discussions are potent tools for fostering empathy, cooperation, and moral reasoning. These activities are designed not just to promote bonding but also to strengthen core values. The programs are complemented by daily and weekly religious routines, which reinforce spiritual discipline and self-awareness—key components of moral character.

Importantly, the management strategy at MAN 2 Tanjung Pura is adaptive and evaluative. Monthly reviews conducted by dormitory leaders and madrasah administrators

---

allow for continuous improvement of character-building programs. As stated by the principal, “*We do not stick to one model. We evaluate and try something new every month, especially if it did not work well with the students.*” This reflects a responsive approach to the ever-changing needs and dynamics of the student body.

Nevertheless, certain persistent limitations remain. These include students' boredom with repetitive routines, negative influences from social media, and minimal parental involvement in the boarding school's character development agenda. These challenges are acknowledged by the institution, which is actively working on innovative strategies to counter them. For instance, the school has begun inviting alums as motivational speakers, launching leadership and personal development camps, and facilitating family outreach sessions to encourage parental engagement.

To illustrate the connection between strategy and outcomes, the following table summarises key management strategies alongside their observed impacts:

Table 4. Management Strategies and Outcome

Strategy	Outcome
Role modelling by staff/seniors	Improved discipline, emulation of positive behaviours
Foster sibling mentoring	Increased empathy and peer support
Dormitory Friendship Nights	Stronger interpersonal bonds and reduced conflict
Religious routines	Enhanced spiritual discipline and ethical awareness
Monthly evaluations and innovation	Program adaptability and increased student engagement
Alum involvement	Motivation and clearer future orientation among students

Finally, this study is not without its limitations. As a qualitative inquiry, findings are context-specific and may not be generalizable to all Islamic boarding schools. Furthermore, researcher bias may influence the interpretation of interviews and observations, especially given the close interaction with participants. Despite these limitations, the research provides a grounded and authentic insight into the dynamic interplay of supportive and inhibiting factors that shape character education at MAN 2 Tanjung Pura.

A study by Nasution and Hidayat revealed that character development strategies through the boarding system at MAN 1 Medan were effective in fostering student discipline, independence, and religiosity. This was achieved through structured supervision, daily religious routines, and strong emotional connections between dorm supervisors and students. This study is relevant as it highlights that boarding systems can be a powerful medium for character formation when appropriately managed [23], [24].

Similarly, Sutrisno and Maulana investigated character education management in modern Islamic boarding schools and found that student character building was strongly influenced by teachers' role modelling, consistent disciplinary enforcement, and intense interpersonal interactions. Their findings reinforce that the boarding environment enables direct and continuous internalisation of character values. Aminah and Kurniawan also emphasised the central role of teachers in shaping student character within boarding settings. They found that routine positive practices such as maintaining cleanliness, attending congregational prayers, and participating in social activities played a vital role in strengthening students' character. This study supports the importance of active engagement

by teachers and dorm staff in cultivating good habits. Another study by Harahap and Siregar focused on communication strategies used by dormitory supervisors at MAN 2 Padangsidempuan. They discovered that open, empathetic, and dialogic communication significantly influenced the development of students' honesty and emotional maturity. This research shows how interpersonal interaction within the dormitory plays a crucial role in character education.

Lastly, Wulandari, in her research at MAN 3 Jakarta, found that the success of character-building programs in dormitories depended heavily on the involvement of all stakeholders—school principals, teachers, students, and parents. Periodic evaluations and student involvement in program planning enhanced program effectiveness. This study illustrates the importance of collaboration in boarding school management strategies for student character development [25].

These five studies provide a strong empirical foundation, indicating that well-implemented boarding school management strategies can holistically support students' character formation, especially involving all relevant parties.

#### **4. CONCLUSION**

This research aimed to explore the implementation of boarding school management strategies in character development at MAN 2 Tanjung Pura. The study examined how daily dormitory routines, mentoring systems, and school policies collectively shape students' behaviour, values, and social attitudes within a boarding environment. The findings indicate that character development is effectively fostered through a humanistic and participatory management strategy. Integrating structured orientation, emotional mentoring, dialogic communication, and inclusive evaluation processes has contributed to building students' sense of discipline, responsibility, empathy, and independence. Both students and boarding staff confirmed the effectiveness of these approaches, suggesting a high level of alignment in their perceptions regarding the supportive and educational nature of the dormitory climate.

These results imply that character education in Islamic boarding schools can succeed when institutional systems emphasise community building, emotional support, and values-based role modelling rather than solely relying on authoritarian discipline. The collaborative involvement of students, teachers, and caretakers plays a central role in cultivating a positive, respectful, and reflective dormitory environment conducive to moral and social development. Nevertheless, the study is not without limitations. It was conducted in a single school setting with a relatively small number of students and staff, limiting the generalizability of the findings. Moreover, the study focused on the internal perceptions of students and staff, without including external stakeholders such as parents or alums who might offer further insights. Based on the findings, several recommendations can be made. School leaders should continue enhancing supervision and regularly evaluate character-building programs to maintain relevance and effectiveness. Training for dormitory caretakers should be prioritised to improve their capacity to handle emotional and interpersonal issues professionally. Teachers are encouraged to model character values and increase their presence in informal student settings to strengthen emotional bonds.

---

Finally, students should be encouraged to actively participate in dormitory life and view it as a valuable opportunity to develop interpersonal and moral maturity within a communal learning space..

## REFERENCES

- [1] A. Prayogi, R. Nasrullah, S. Setiawan, and M. A. Setyawan, "Supervisi Akademik dan Kepemimpinan Pendidikan dalam Meningkatkan Profesionalisme Guru: Analisis dan Refleksi atas PERMENPAN 21/2024," *Journal of Teachers and Education*, vol. 1, no. 1, pp. 1–9, 2025.
  - [2] S. Maskuri, Muhammad Riza, "Quo Vadis Lembaga Pendidikan Dayah Pasca Kemerdekaan dan Pasca Reformasi," *Jurnal As-Salam*, vol. 4, no. 2, pp. 284–300, 2020.
  - [3] G. Rahis Pasaribu, "The Role of English in the Development of Islam in," *At-Takilliah : Jurnal Pendidikan dan Keislaman* /, no. November, 2024.
  - [4] Z. Sudarto, "Implementasi Kebijakan Penyelenggaraan Pendidikan Inklusif," *Jurnal Pendidikan (Teori dan Praktik)*, vol. 1, no. 1, p. 97, 2021, doi: 10.26740/jp.v1n1.p97-106.
  - [5] R. Subakat, "Peranan Dayah dan Meunasah di Aceh Dalam Membentuk Masyarakat Religius," *Jurnal As-Salam*, vol. 1, no. 3, pp. 68–79, 2017.
  - [6] G. Rahis Pasaribu and U. Sidabutar, "Teacher ' s Strategy in Online Learning in English Courses at SMP Al-Afkari," *Journal of Literature and Education*, vol. 1, pp. 51–56, 2023.
  - [7] A. N. Hakim and L. Yulia, "Dampak Teknologi Digital Terhadap Pendidikan Saat Ini," *Jurnal Pendidikan Sosial dan Humaniora*, vol. 3, no. 1, pp. 145–163, 2024.
  - [8] A. H. M. Daud and A. S. Salabi, "Integrasi Nilai-nilai Kearifan Lokal dalam Manajemen Pendidikan Pesantren : Studi pada Dayah Raudhatul Ma ' arif Al -Aziziyah Cot Trueng," vol. 15, no. 1, pp. 53–64, 2024.
  - [9] M. Syafri, "Manajemen Santri : Peningkatan Prestasi dan Layanan Santri Dayah Mataqu Ustman Bin Affan Lhokseumawe," vol. 15, no. 1, pp. 1–12, 2024.
  - [10] T. H. E. Importance, O. F. Mastering, T. Pedagogical, I. N. Improving, T. H. E. Quality, and O. F. Education, "Pebsas : Jurnal Pendidikan Bahasa dan Sastra," vol. 2, no. 1, pp. 29–37, 2024.
  - [11] G. R. Pasaribu, R. Arfianty, and J. Bunce, "Exploring Early Childhood Linguistic Intelligence Through English Language Learning Methods," *Innovations in Language Education and Literature*, vol. 1, no. 2, pp. 68–73, 2024, doi: 10.31605/ilere.v1i2.4337.
  - [12] F. Karimuddin, "Pemikiran Prof. H. Hasbi Amiruddin, MA Tentang Dayah Sebagai Lembaga Pendidikan Agama Islam Masyarakat Aceh," *At-Tarbiyyah Edisi.*, vol. 3, no. 3, pp. 1–27, 2017.
  - [13] N. Jihan, R. Sofia, and Utariningsih, "Pengaruh Pendidikan Sebaya Terhadap Perilaku Pencegahan Demam Berdarah Dengue ( DBD ) Pada Santri Madrasah Aliyah Dayah Modern Ihyaussunnah Kota Lhokseumawe The Influence Of Peer Education For Prevention Behavior Dengue Haemorrhagic Fever ( DHF ) In Seni," *Jurnal Ilmiah Manusia dan Kesehatan*, vol. 6, no. 1, pp. 168–176, 2023.
  - [14] K. Mardiyah, M. Rusli, and S. Purwanti, "Implementasi Program Santri Husada Dalam Upaya Kemandirian Pesantren Bidang Kesehatan Di Pondok Pesantren Riyadlotut Thalabah Sedan Rembang," vol. 4, no. 1, pp. 29–39, 2023, doi: 10.32923/lenternal.v4i1.3256.
  - [15] K. R. Neng Ulya, "Strategi pendidikan islam dalam meningkatkan kualitas sumber daya manusia perspektif zakiah daradjat," *Neng Ulya, K. R. (2021). Strategi pendidikan islam dalam meningkatkan kualitas sumber daya manusia perspektif zakiah daradjat 1-2. 8(Ii), 74–91.*, vol. 8, no. Ii, pp. 74–91, 2021.
  - [16] Saiful, "Eksistensi dayah di aceh: peran dan kiprahnya dalam memajukan masyarakat," *AL-FATHANAH: Jurnal Studi Islam dan Pendidikan Agama Islam*, vol. 1, no. 2, pp. 160–170, 2021.
  - [17] W. Putriani and A. Handayani, "Media Cynema Theraphy Untuk Meningkatkan Self Efficacy Siswa," vol. 2, no. 4, pp. 2141–2148, 2023.
  - [18] N. Huda, B. S. Widodo, and M. Aseri, "Strategies for Strengthening Character Education in Islamic Boarding Schools Through Extracurricular Activities," vol. 5, pp. 354–366, 2024.
  - [19] A. Azzahra and A. Qurrota, "Dengan Teknik Role Playing Untuk Mengurangi Perilaku Agresif Siswa Smpn 103 Jakarta," vol. 9, no. 2, pp. 714–721, 2023.
  - [20] ZULHAINI, "Peranan dan pembinaan agama pada diri anak," *Universitas Islam Kuantan*, vol. 1, no. 1, pp. 1–15, 2018.
  - [21] Sugiyono, "Metode Penelitian Kualitatif Dan R&D," *Alfabeta*, p. 222, 2010.
  - [22] K. E. N. Nahak, I. N. S. Degeng, and U. Widiati, "Pembelajaran Tematik di Sekolah Dasar," *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, vol. 4, no. 6, p. 785, 2019, doi: 10.17977/jptpp.v4i6.12527.
-

- [23] G. R. Pasaribu, S. H. Daulay, and P. T. Nasution, "Pragmatics Principles of English Teachers in Islamic Elementary School," *Journal of Pragmatics Research*, vol. 4, no. 1, pp. 29–40, 2022, doi: 10.18326/jopr.v4i1.29-40.
  - [24] R. A. Krueger and M. A. Casey, *Focus groups: A practical guide for applied research*. London: Sage Publications, Inc., 2015.
  - [25] Su. Rukmini, "Peran Pendidikan Kesehatan Dalam Kurikulum Pesantren," *Jurnal Ilmu Kesehatan*, vol. 10, no. 1, pp. 112–125, 2020.
-